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ABSTRACT

Major features of the cooperative student teaching model include 1) a pattern of student teaching assignments within the school system which would provide for proportional inclusion of prospective teachers--from the nearby majority black university and the nearby majority white university--to each school serving as a student teaching facility; 2) student teaching seminars participated in by both universities; 3) inclusion of intergroup relations content; 4) participation of supervising teachers, both black and white. Implementation involves planning and followup meetings with student teaching personnel of both universities and the school system. Student teachers and supervising teachers would be familiarized with the project at an orientation dinner meeting. A series of five seminars for student teachers (two all-day and three half-day) would focus on 1) Intergroup Relations in the Desegregated School, 2) Utilization of Mass Media in the Desegregated School, 3) Classroom Management, Control, and Discipline in the Desegregated School, 4) Affective Classroom Climate in the Desegregated School, and 5) Project Evaluation. Learning activities include interest area small discussion groups of approximately 15 prospective teachers (e.g., in elementary education, math, social studies). A program based on this model will soon be in operation in Leon County, Florida, with Florida A & M and Florida State Universities participating. (JS)

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A MODEL FOR COOPERATIVE STUDENT TEACHING INVOLVING A NEARBY MAJORITY BLACK UNIVERSITY AND A NEARBY MAJORITY WHITE UNIVERSITY

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Rationale

It is a common practice for nearby majority black universities and nearby majority white universities to conduct student teaching programs in the same school systems without any articulation between them. These student teaching experiences are conducted independently and with little communication or cooperative effort.

During a particular quarter or semester, the pattern of assignment to a particular school appears to be exclusive with one university or the other. In most cases, each university conducts seminars for the purpose of promoting the development of professional skills and competencies of student teachers. Again, such experiences are conducted independently and with little communication or cooperative effort between the institutions.

The general character of today's school is increasingly becoming one of desegregated faculities and student bodies. In order to function effectively in such schools, prospective teachers must be provided with intergroup relation experiences for the development of appropriate skills.

Prospective teachers, both, black and white, need experiences which

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emphasize (2) an awareness of the identity of the other, (2) understanding majority culture and problems, and (3) the development of meaningful productive intergroup relations.

Additionally, these prospective teachers need knowledge of the principles of intergroup relations for teaching in the desegregated school. Such principles are needed which provide practical suggestions concerning the following: understanding the nature of the desegregated school, how to deal with one's own prejudices, teacher-school administrators relations, teacher-parent relations, guiding the Negro child in the search for his identity, social activities, teaching children of every social class, understanding the nature of the attitudes of white and black teachers, students, school administrators, and parents, and how to make the transition from desegregation to intergration.

Major Feature of the Cooperative Student Teaching Model

The major features of the cooperative student teaching model include: (1) the establishment of a pattern of student teaching assignments within the school system that would provide for proportional inclusion of the nearby majority black university and the nearby white university prospective teachers to each school serving as a facility for student teaching in the county or district (2) provision for student teaching seminars that would constitute participation of both the nearby majority black university and the nearby majority white university, (3) the inclusion of intergroup relations content, (4) the participatinn of supervising teachers, both, black and white, and (5) cooperative participation of school system's instructional personnel, and (6) participation of student

teaching personnel of both the nearby majority black university and the nearby white majority university.

Implementing the Cooperative Student Teaching Model

The implementation of the cooperative student teaching model involves a series of planning and follow-up meetings with student teaching personnel of both universities and the instructional leadership personnel of the school system. These personnel include: the director of student teaching, a college supervisor of elementary education student teachers of the nearby majority black university, their counterparts at the majority white institution, and the associate superintendent for instruction, director, elementary education, and the director, secondary education, of the school system.

Orientation Meeting for Student Teachers and Supervising Teachers

During an orientation dinner meeting of student teachers and supervising teacher, the participants will be familiarized with the nature of the cooperative student teaching project which include: purpose, description, anticipated behavioral outcomes, clarification of roles and responsibilities, evaluation, and duration of the project.

Seminar Schedule and Content for Student Teachers

The seminar schedule and content for student teachers is as follows:

Seminar No.	Date	Time	Content or Topic
1		9:00-11:30 A. M. 1:00-4:00 P. M.	Intergroup Relations In the Desegregated School
2		9:00-11:30 A. M. 1:00-4:00 P. M.	Utilization of Mass Media In the Desegregated School
3		1:00-4:00 P. M.	Classroom Management, Control and Discipline In the Desegregated School

Seminar No.	Date	Time	Content or Topic
4		9:00-12:00 N	Affective Classroom Climate In the Desegregated School
5		9:00-12:00 N	Evaluation of the Cooperative Student Teaching Project

Learning Activities

Learning activities include: interest area (e.g. elementary education, mathematics, science, English, social studies) small discussion groups consisting of approximately 15 prospective teachers, leadership by student teaching personnel from both universities, school system's instructional personnel, and supervising teachers.

The Black and White Student Teaching Model In Action

A cooperative student teaching project based on this model involving Florida A and M University, a nearby majority black university, and Florida State University, a nearby majority white university and the Leon County School System, Tallahassee, Florida, will be in operation during the period (Spring Quarter) April 1 - June 5, 1970.